

# 英 語

## 問題冊子 2

注 意

「問題冊子 2」に印刷されている問題は、**2** から **3** までで、2 ページから 10 ページまであります。

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次の対話文を読んで、あとの各問に答えなさい。

( \*印の付いている単語・語句には、本文のあとに〔注〕がある。)

*The future, about one hundred years from now. Nick is in his room with a \*robot, Bard. It is telling a story. Paul is at the door. Nick goes to the window to see him.*

*Bard:* A long time ago a farmer and his two daughters lived in a village. The older daughter ....

*Nick:* Hey, Paul! Come in. The door is open.

*Paul:* Hello, Nick! It's still raining hard out there. Hey, hey, I didn't know you had a Bard.

*Nick:* It's not good at all.

*Paul:* That's an old \*model.

*Nick:*  (1-a)

*Paul:* Look, it has round eyes. They don't make this model any more these days. It is more than fifty years old. Where did you find it?

*Nick:* Well, I really didn't find it. It found me. In a small room just under the roof, it suddenly started telling a story to me.

*Paul:* All the stories are about kings and farmers, aren't they?

*Nick:* Yes. They are not interesting at all. I keep asking my father to buy a new model, but he says we can't.

*Paul:* I see. Do you know how Bard works?

*Nick:* Yes, a little. But I don't know \*in detail.

*Paul:* OK. First, ask him to stand up and open his arms. And tell him to make new stories. Then he will make all the \*story lines and \*characters in them. Try! You can hear new stories.

*Nick:* I already did, but all the stories sound the same.

*Paul:* Well, I have a good idea!

*Nick:* Good idea?

*Paul:* Yes. Why don't you fix Bard?

*Nick:* I want to, but I can't. That's all.

*Paul:* I think I can fix it because I'm learning how to build robots at school. Bard's \*memory is all right for story lines, but <sup>(2)</sup>we [ to / the / uses / have / Bard / change ] in its stories. Bard can tell interesting stories about space and computers with new words. Not stories about kings and farmers.

*Nick:* It's easy to say that, but ....

*Paul:* The only thing we have to do is to open this robot.

*Nick:* Hey, don't break it. It's not mine.

*Paul:* I won't break it. I'm just going to give new words to Bard.

*Nick:*  (1-b)

*Paul:* Easy. I have a small memory here. Mr. Green gave it to me at school.

*Nick:*  (1-c)

*Paul:*  (1-d) You can find all the words about science and computers in

this memory. Bard has to know all of them. He can keep all these words in his memory if I \*insert it into Bard! Look, it's working.

*Nick:* A few days ago, Mr. Green showed me his old computers. He likes collecting old computers. He even showed me a sheet of <sup>(3)</sup>paper that looked strange. It was a \*table of numbers.

*Paul:* What for?

*Nick:* It was something children used to \*compute in math at school and home.

*Paul:* But if people wanted to compute, why didn't they use computers?

*Nick:* This was before they had computers.

*Paul:* Before they had computers?

*Nick:* Sure. Do you think people always had computers?

*Paul:* No, but how could people live without them?

*Nick:* I don't know. People did things without knowing what would happen to other people because there were no computers. People had to use all kinds of machines to do their work.

*Paul:* I don't believe you.

*Nick:* Everyone learned how to make \*squiggles when they were children and how to \*decode them, too.

*Paul:* Squiggles?

*Nick:* Yes, making squiggles was called (4-a) and decoding them was called (4-b). He said there was a different kind of squiggle for every word and they wrote whole books in squiggles.

*Paul:* You mean books didn't talk?

*Nick:* No, they didn't. They just had a lot of squiggles. Mr. Green said they had some of those kinds of books at the museum and I could look at them if I wanted to.

*Paul:* I think I can take the memory out of Bard now. <sup>(5)</sup>That's good. You can hear new stories now.

*Nick:* Let's see.

*Bard:* A long time ago, in a large city, there lived a poor young boy. His name was John. His only friend in the world was a small computer. Every morning, the computer told the boy what the weather was like that day ....

*Paul:* The same old robot! Just the word "computer" was put into it. \*Turn it off! You just need a new model. Throw away that old thing, Nick!

*Paul hits Bard, then Bard starts telling a story again.*

*Bard:* A long time ago there was a little computer. His name was Bard. He lived alone with \*cruel people. The cruel people laughed at the little computer because he was not useful. But the little computer knew that computers would become \*wiser and more \*powerful. The people became weaker and slowly forgot their \*skills of reading and writing. They will need more and more help from computers. Then someday, (6).

*Nick:* Oh, what a story! Did you hear that?

*Paul:* I don't believe it!

*Nick:* I have a good idea. (7)

*Paul:* Who wants to do that?

*Nick:* Don't you see those squiggles will tell us a lot and we will be able to do a lot of things without computers? With squiggles you can send \*secret messages, too.

*Paul:* What kind of secret messages?

*Nick:* Any kind. With squiggles we can have a club, too.

*Paul:* That's a good idea!

*Nick:* I'll be \*president of the club. You can be \*vice-president.

*Paul:* That sounds interesting. How are we going to learn squiggles?

*Nick:* If we go down to the museum, we can find one of the people who can decode books and ask him to show us how to make the squiggles and decode them.

*Paul:* All right. Hey, this is going to be lots of fun.

[注] robot ロボット  
in detail 詳しく  
character 登場人物  
insert 挿入する  
compute 計算する  
decode 解読する  
cruel 冷酷な  
powerful 強力な  
secret 秘密の  
vice-president 副部長

model 型  
story line 話の筋  
memory 記憶装置  
table 表  
squiggle 曲がりくねった線  
turn off (電源を)切る  
wise 賢い  
skill 技能  
president 部長

- 〔問1〕  から  の中には、それぞれ次の (A)～(D) のうちいずれかの文が入る。それぞれに入る文を並べたものとして最も適切なものはどれか。下のア～エから一つ選びなさい。

- (A) Why do you need it?  
(B) How do you know that?  
(C) Don't you see?  
(D) How can you do that?

- ア  (A),  (B),  (C),  (D)  
イ  (A),  (D),  (C),  (B)  
ウ  (B),  (C),  (A),  (D)  
エ  (B),  (D),  (A),  (C)

- 〔問2〕 we [ to / the / uses / have / Bard / change ] in its stories. とあるが、不足する1語を本文中から補って、本文の流れに合うように、[ ]内の語を正しく並べかえて英文を完成しなさい。

- 〔問3〕 paper とあるが、その特徴を説明しているものとして最も適切なものを選びなさい。

- ア There were many numbers to show how much money you used.  
イ There were ninety nine numbers across and down the paper.  
ウ There were days, weeks and months of the year on the paper.  
エ There were a lot of numbers to show what time trains leave.

- 〔問4〕 ,  に入る適切な表現を本文中で使われている英語1語でそれぞれ補いなさい。

- 〔問5〕 That's good. とあるが、この内容を説明しているものとして最も適切なものを選びなさい。

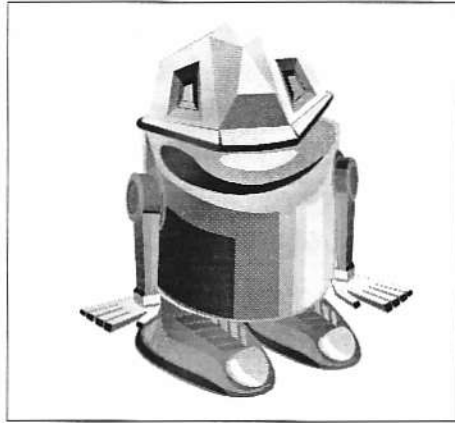
- ア Bard has learned many new and interesting stories by itself.  
イ Bard has got a lot of new words about science in his memory.  
ウ Bard has become strong enough to live without any help from other robots.  
エ Bard has got a lot of squiggles to read many kinds of books at the museum.

- 〔問6〕  の中に、自分で内容を考え、本文の流れに合うように、20語以上の英文を書きなさい。英文は二つ以上にしてもよい。

〔問7〕  の中に、自分で内容を考え、本文の流れに合う英文を入れなさい。

〔問8〕 本文中に出てくる“Bard”を表している絵として最も適切なものを選びなさい。

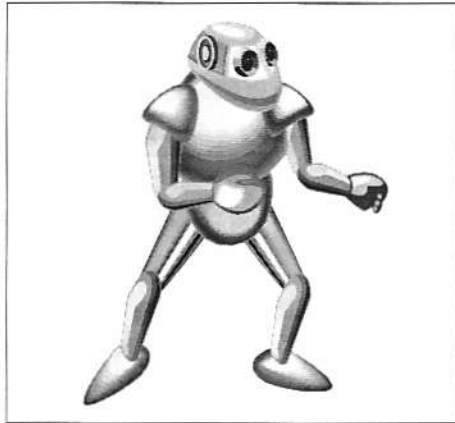
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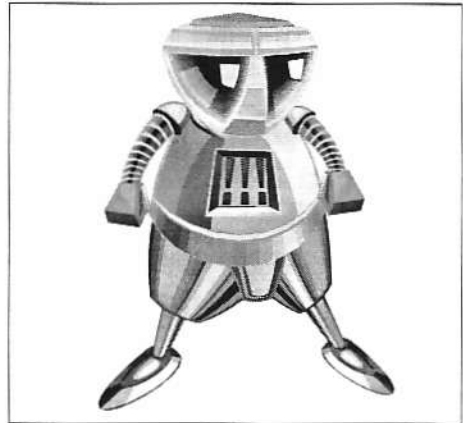
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ウ



エ



〔問9〕 本文の内容と合っているものを、次のア～オから一つ選びなさい。

- ア Nick tried to find Bard because he wanted Paul to see it.
- イ Bard told exciting stories before new words were put into it.
- ウ Nick told Paul about his idea to fix Bard's memory because its stories were boring.
- エ Nick and Paul are looking forward to making a new club in their school.
- オ A long time ago children used to compute with the help of robots like Bard.

3

次の文章を読んで、あとの各問に答えなさい。

(・印の付いている単語・語句には、本文のあとに〔注〕がある。)

When I was thirteen, I started spending time with a few boys older than I was. That year I began to stay out late, started to do bad things, and gave up the baseball team. The year before, I became a member of the all star team but, after I was with the team for one year, I was not interested in baseball anymore. I was running away from the \*restrictions of \*authority. I just wanted to be freer and do as I liked. I was thinking that I would spend the summer without doing much. I had to give up that idea when I learned that my mother, in her great \*wisdom and \*foresight, was sending me to her father—my grandfather who used to be a police officer. She said that I was going to \*mow a \*lawn with him all summer.

“Now, Ken,” he said and looked at me and my old tennis shoes on the first day of work, “you really need good work \*boots.”

“The thing that I really need is to be back in bed. Not mowing a lawn on hot summer days with you, Grandfather,” I thought.

The lawn work was not an easy job. It was real work and it took me a whole day to finish each job. I had to come every day at eight o'clock. On the night before, my grandfather wrote on a card all the jobs I had to do, for example, mowing, cleaning, \*weeding, \*fertilizing, \*pruning, \*trimming and painting.

For all that work, I received only a little money.

“Boots? How can I buy them with so little money?” I wanted to tell the old man. It was already bad enough. It was my first summer as a \*teenager and I was \*pulling out \*weeds all summer! “Do I also have to wear boots?” They were heavy and did not look nice. For a boy who was thirteen years old, boots were boring.

My grandfather and I were so different and it was very clear. We saw the world in a different way. We saw the job in a different way. We saw right work clothes in a different way. He came every morning in nice, clean clothes.

He was sixty-eight and taking care of all of the grounds of Brown College. To him it was not just grounds. It was a very special place. He took this work when he entered college, and after college he continued to work for them for almost 50 years. He kept working as a volunteer when he was a police officer. Everyone in town knew that and they respected him for his hard work.

“Now, Ken,” he said, “tell your mother that she should buy some good boots for you.”

“OK, OK, OK,” I thought.

The grounds were on the corner of two streets which many people used in the college town. This gave my grandfather more reason to take care of the green lawn, clean the streets and trim the trees. Of course, he wasn't happy when I fertilized the grounds too much and the lawn changed its color, or when I did not stop the \*sprinklers for a whole day. But after I spent time with him, I \*noticed something about the old man. He was never angry with me.

“I'll tell you, Ken, no man is perfect,” he said after the sprinkler \*mistake. He did not \*scold me for that. He just took all the things that I used in the wrong way and showed me how to

use them in the right way. He never said much and I learned by watching him.

"When you do a job," he said, "do it as well as you can, and do the same when no person is watching. When you try to do something and you can't do it, use your head. When you pull out a weed, get the whole thing. If you don't, (1)."

He taught and I followed. When I did my work, he did his work. But he did it in a different way. <sup>(2)</sup>He found something deeper in his job. It was not just mowing, weeding and trimming.

One day, when I was changing the east sprinklers, a man who was turning at Harrison Street opened his car window and said, "Hey, looks great!"

After he drove away, I looked at the grounds. The man was right. People really noticed the job we were doing. I learned that <sup>(3)</sup>I was part of something. Something good.

ア After that day, I started to \*care about how the grounds looked as much as my grandfather did. I worked harder on the grounds and I tried to do my job better.

イ For three summers, I helped my grandfather on the grounds and I believed that our grounds were the best grounds in our town—maybe in the whole world. ウ First, I learned that work was good and I could be proud of the work I did. Second I learned that when we see how things look outside, we can often know what they really are inside. Third I learned that there is a right way and a wrong way to do everything. エ

I also learned how to grow up. I cared more about others and tried to stop using bad words. Just like the apple trees along 30th Street were pruned to have better fruit, <sup>(4)</sup>I should be pruned in a way, my grandfather thought. And he was right.

When I became sixteen, my grandfather took me shopping. Some teenagers get cars for their birthdays when they become sixteen. Some get mountain bikes or guitars. But <sup>(5)</sup>when I became sixteen, my grandfather cared too much about me to give me something I wanted and he gave me something I needed.

"Now, Ken, you can choose," he said and showed me all the work boots in the store.

〔注〕 restriction 制約

wisdom 賢明さ

mow 刈り取る

boots 長靴

fertilize ～に肥料をやる

trim 手入れする

pull out 引き抜く

sprinkler スプリンクラー

mistake 誤り

care 気にする

authority 権威

foresight 先見の明

lawn 芝生

weed 雑草を抜く

prune ～を切り取る

teenager 10代の少年少女

weed 雑草

notice ～に気がつく

scold しかる

〔問1〕  の中に、自分で内容を考え、本文の流れに合う英語を入れて、英文を完成しなさい。

〔問2〕 <sup>(2)</sup> He found something deeper in his job. の意味として最も適切なものを選びなさい。

- ア He did his job in the right way and people respected him for his work and he was very proud of that.
- イ He thought Ken needed to learn how to do a job well and wanted to teach him that during the summer.
- ウ He loved his family and he knew Ken was changing, so he wanted to help him by teaching him the lawn work.
- エ He knew a lot about how to take care of grounds and wanted to teach the things he knew to younger people.

〔問3〕 <sup>(3)</sup> I was part of something. Something good. とあるが、このときに Ken が考えた内容として最も適切なものを選びなさい。

- ア He had a brighter future because he learned a lot from the lawn work that summer.
- イ He learned that he was part of the university that is so famous in the country.
- ウ He learned that his work was making others happier and their lives richer.
- エ He learned that he could have a lot of fun when he took care of the grounds.

〔問4〕 次の文は本文中の  ～  のどこかに入る。この文を入れるのに最も適切な場所を選びなさい。

During these summers, of course, I learned how to take care of the green lawn, clean the streets and trim the trees but I learned more than that.

〔問5〕 <sup>(4)</sup> I should be pruned in a way. とあるが、このときの Ken の考えを表しているものとして最も適切なものを選びなさい。

- ア He should learn how to take care of the grounds.
- イ He should buy work boots in order to do a better job.
- ウ He shouldn't use bad words and should change his life.
- エ He should join the all star baseball team again.

〔問6〕 本文の内容と合っているものを、次のア～オから一つ選びなさい。

- ア Ken decided to give up baseball because he was not playing well on the all star team.
- イ The words of the driver on Harrison Street gave Ken a chance to see his work in a new way.
- ウ Ken spent one summer with his grandfather and he learned a lot from this work experience.
- エ If you really want to know how things are inside, you shouldn't look at them outside.
- オ Ken was not very happy when his grandfather gave him work boots for his birthday.

〔問7〕 when I became sixteen, my grandfather cared too much about me to give me something I wanted and he gave me something I needed. とあるが、本文中の<sup>(5)</sup> “something I needed” のもつ意味をふまえて、あなたが “What do you think you need most now and why?” と聞かれたら、何と答えるか、30語以上の英文で書きなさい。なお、[.] や [.] は語数に含めないものとする。